

# FACILITATOR INSTRUCTIONAL MODULE 7

FACILITATOR GUIDE

FIM 7:

RECOGNIZING  
TRIGGERS AND  
TRIGGER  
SIGNALS



## FIMS

Facilitator Instructional Module: Addressing and Managing Unwelcoming

A HAAI program

AANP  
2007

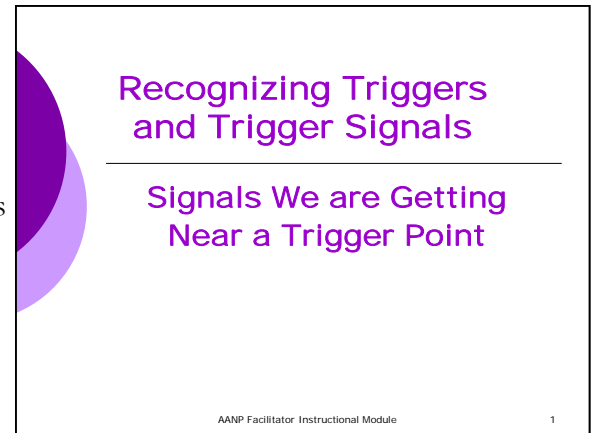
## FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

### SIGNALS WE ARE GETTING NEAR A TRIGGER POINT

#### LEARNING OBJECTIVES:

By the end of this module, participants will be able to:

- Identify individual stress triggers and trigger signals
- State the importance of knowing trigger signals of others



#### INTRODUCTION:

This module takes us beyond what factors may trigger abuse as was discussed in modules 4, 5, and 6. Here, we focus on the signals that let us know we are nearing a “trigger point”—the point at which abuse may occur. We all respond differently to the triggers; some of our trigger signals are internal, others are not. We need to know ourselves to prevent ourselves from abusing.

#### PREPARATION:

Arrange the room so each participant can see the trainer and other participants

#### TIME:

5 minutes for the title page welcome and review of the session goals

#### INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

#### SUPPLIES:

Flip chart and markers

LCD projector and computer

Screen or wall space

PowerPoint slides

“My Personal Triggers” worksheet

Mary and Kari role play cards

## FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

## Session Goals

- To understand how individuals respond when stress triggers push us to the point of abuse
- To understand personal physical, emotional, and social trigger signals of stress
- To identify the signals that others exhibit – clients and co-workers – when reaching a trigger point

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2

## LEARNING TECHNIQUES:

This module uses several learning techniques: group brainstorming, role play, self reflection, and group processing.

## OUTLINE:

The module is 60 minutes. It is divided into four parts:

- Group warm-up activity
- Identifying individual trigger signals
- Identifying the trigger signals of others
- Wrap-up and post test

### INSTRUCTIONS:


Review the session goals with the participants. Answer any questions that are raised at this time.

## NOTES:


[illegible]

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Red Buttons



- Think of two of your top “buttons” that set you off (causes you stress) – at home, at work, etc.
- When it is your turn, provide your two top buttons, so the instructor can add them to the flip chart.



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3

**NOTE:**

This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, to get comfortable sharing with one another, and to get acquainted with active participation in the session. The group warm-up is intended for participants to begin thinking about what makes them stressed (their red buttons).

**TIME:**

10 minutes for slides 3 - 4

## INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Inform the participants that we will be discussing trigger signals and how we know we are getting near a trigger point (the point at which abuse or neglect occurs). To prevent abuse from happening, we need first to understand what stressors set us off to the point of potential abuse.


Explain to participants they need to think of two of their “red buttons” – things that really bother them. Give them a couple of minutes to consider. Ask for a volunteer to begin sharing his/her red buttons. Continue around the room until everyone has had an opportunity to share. Write the responses on a flip chart.

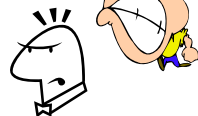





## INSTRUCTIONS:

After everyone has shared their red buttons, debrief the activity. Discuss with participants how it is important to acknowledge the things that are irritating to individuals. Sometimes they may be minor and we can laugh it off, such as “I really hate it when someone leaves their blinker on while driving down the road,” and sometimes they are not minor, “I hate it when my boss gives me a task to do without proper training.”

The next activity helps participants to think specifically about the areas discussed in previous modules (life influences, job challenges, and client behaviors) and the stress they evoke.

Red Buttons





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4

## NOTES:

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### NOTE:

Modules 4, 5, and 6 explore different types of stressors in the lives of direct access staff and the role these stressors play in triggering abusive responses. If the participants have not experienced these modules you will need to review the three areas of life influences, job challenges, and client behaviors with the group.

### TIME:

5 minutes

### INSTRUCTIONS:

Instruct the participants to get out their worksheet entitled, “My Personal Triggers” and complete the first table as illustrated on this slide. Ask for a couple of volunteers to share examples of issues in each category that cause them stress.

### My Personal Triggers

Day-to-day stressors/triggers that set me off:

Life Influences	Job Challenges	Client Behaviors
e.g., fight with significant other	e.g., lack of adequate supplies	e.g., client is combative

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### Trigger Signals

- Physical Signals
- Emotional/Mental Signals
- Social/Job Performance Signals

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### NOTE:

Prior to the session, prepare a flip chart with three columns, titling each column with one of the trigger signals listed in the slide.

### TIME:

15 minutes to review all three signals using a brainstorming session including slides 6 - 15

### INSTRUCTIONS:

Instruct the group that there are three main ways that we begin to exhibit the early signs of our triggers.

### INSTRUCTIONS:


Introduce physical signals and ask for examples of physical signs of reaching a trigger point. *Write these on the first column of the flip chart.*

### TRAINER TIP:

This is a full group brainstorming session. It may be helpful to ask for a volunteer to write on the flip chart as you facilitate the discussion.

### Physical Signals

- Brainstorm



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### INSTRUCTIONS:

When the group has brainstormed their examples of physical signals, review other examples as noted on the slides. Only highlight those that have not been mentioned by the group.

## Physical Signals

- Did we think of these?

- Sweaty palms
  - Wringing of hands
  - Gritting or grinding teeth
  - Inability to sleep
  - Waking up tired
  - Frowning
  - Headaches
  - Backache
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## Physical Signals

- Did we think of these?

- Tightness in shoulders
- Nausea/vomiting
- Shallow breathing
- Indigestion
- Pacing
- Chest pain
- Trembling



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9

## INSTRUCTIONS:

After the brainstorming has concluded, ask for volunteers to demonstrate their physical signals of stress. For example, an individual may clench their teeth, frown, pretend to have a sick stomach, etc.

**NOTES:**

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## FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

### Emotional/Mental Signals

- Brainstorm



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10

### INSTRUCTIONS:

Introduce emotional/mental signals and ask for examples of emotional/mental signs of reaching a trigger point. Write these on the second column of the flip chart.

### INSTRUCTIONS:

When the group has brainstormed their examples of emotional/mental signals, review other examples as noted on the slides. Only highlight those that have not been mentioned by the group.

### Emotional/Mental Signals – Did we think of these?

- Feeling angry
- Crying easily
- Feeling anxious
- Feeling overwhelmed
- Feeling listless/dull
- Feeling like you are going to explode
- Desire to run away



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11

### Emotional/Mental Signals – Did we think of these?

- Feeling defensive
- Upset over little things
- Inability to concentrate on task at hand
- Mind wanders easily
- Feeling disconnected from others
- Feeling nervous
- Feeling alone



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12

### INSTRUCTIONS:

After the brainstorming has concluded, ask for a few examples from previous weeks when someone experienced these feelings or behaviors. If no one is willing to share, be prepared to give your own example.

### NOTES:

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# FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

Social/Job Performance Signals

- Brainstorm



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13

## INSTRUCTIONS:

Introduce social/job performance signals and ask for examples of social/job performance signs of reaching a trigger point. Write these on the third column of the flip-chart.

## INSTRUCTIONS:

When the group has brainstormed their examples of emotional/mental signals, review other examples as noted on the slides. Only highlight those that have not been mentioned by the group.

Social/Job Performance Signals - Did we think of these?

- Yelling
- Cursing
- Verbal attacks
- Glaring at someone
- Gossiping
- Being rude/short
- Isolating self




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14

Social/Job Performance Signals - Did we think of these?

- Cutting corners at work
- Complaining
- Criticizing
- Reluctant to go to work on more than an occasional basis
- Frequent call-ins
- Being late for work



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15

## INSTRUCTIONS:

After the brainstorming has concluded, ask for a couple of volunteers to demonstrate someone exhibiting social/job performance trigger signals.

## NOTES:

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# FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

## Why It's Important to Know Your Personal Trigger Signals

- Respond to the trigger in a healthy way
- An opportunity to care for yourself



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16

### TIME:

10 minutes including slides 16 - 20

### INSTRUCTIONS:

Review with the participants why it is important to know our individual trigger signals – ultimately to prevent ourselves from abusing, but also so that we stay healthy and care for ourselves. As an analogy you can discuss the instructions a flight attendant gives in the case of an emergency. Passengers that are traveling with children are instructed to place the oxygen mask on themselves before putting one on the

child. We are to care for ourselves, so that we can then care for others. Part of caring for ourselves is knowing when we are reaching a trigger point when abuse might occur.

### INSTRUCTIONS:

Refer the class back to the worksheet, “My Personal Triggers.” Using the worksheet, the participants are to reflect on their own signals and how increased stress manifests itself to them as individuals. Allow the participants a couple of minutes to write down personal trigger signals.

## My Personal Trigger Signals



Signals that I am getting near a trigger point:

Physical Signals	Mental/Emotional Signals	Social/Job Performance Signals
e.g., gritting teeth	e.g., feeling angry	e.g., inability to focus on a task

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17

## Why It's Important to Know Your Co-workers' Trigger Signals

- So you know when a co-worker is reaching a trigger point
- So you can help diffuse the situation before abuse occurs
- To enhance your care for them – it is the key to abuse prevention
- To build teamwork through better relationships



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18

### INSTRUCTIONS:

Review with the participants the importance of knowing their co-workers' trigger signals, so they can learn when to step in and help a co-worker exhibiting trigger signals. Knowing co-workers' trigger signals will help prevent abuse, promote relationship development, and promote better teamwork.

## NOTES

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## FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

### INSTRUCTIONS:

Review with the participants the importance of knowing the clients' trigger signals. Knowing the trigger signals helps DAS understand why some behaviors occur, DAS respond to a client's need (even if needs are not verbalized), helps DAS provide care, and develop rich relationships with the client.

### Why It's Important to Know Your *Clients'* Trigger Signals

- Helps you Understand why behaviors may occur
- Gives you opportunity to look for and meet their needs
- Builds relationships and quality care



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19

### Trigger Signals of Others

Think of a co-worker or a client.  
List signals that he/she is getting near a trigger point:



Physical Signals	Mental/Emotional Signals	Social/Job Performance Signals
e.g., grabbing at me	e.g., crying	e.g., swearing

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20

### INSTRUCTIONS:

Instruct the participants to continue on their worksheet now examining the trigger signals of others – either a client or a co-worker.

After a couple of minutes ask the participants to share with a partner their observations of someone else's trigger signals.

### NOTE:

Prior to the session, print out the instruction card for the characters Mary and Kari.

### TIME:

10 minutes including slides 21 - 22

### INSTRUCTIONS:

Ask for a two volunteers to role play the following scenario.

### TRAINER TIP:

This role play requires a great deal of acting and being comfortable with limited instructions. Volunteers should know what is expected of them prior to beginning the role play.

### INSTRUCTIONS:

After two participants have volunteered, hand each of them a card with the additional information. There is certain information only “Kari” is given and certain information only “Mary” is given. Allow the volunteers a couple of minutes to read through the information cards.

### Trigger Signals



#### Role play

- Two volunteers
- Characters: Mary and Kari
  - Mary is a direct access staff at an adult foster care home. She currently has several stressors in her life and arrives at work already feeling overwhelmed.
  - Kari is Mary's co-worker and friend
- As Kari interacts with Mary, she begins to notice something may be wrong.

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21

## FIM 7: RECOGNIZING TRIGGERS AND TRIGGER SIGNALS

### INSTRUCTIONS:

Read the following scenario to the full group:

Mary is a direct access staff at an adult foster care home. She currently has several stressors in her life and arrives at work already feeling overwhelmed.

Kari is Mary's co-worker and friend. As Kari interacts with Mary, she begins to notice something may be wrong.

### Trigger Signals

#### Mary and Kari



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22

### So What?



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23

### INSTRUCTIONS:

At the conclusion of the role play, ask "Kari" to tell the group "Mary's" trigger signals. Share with the group any that she missed:

**Physical signals:** pacing, wringing of hands, shallow breathing

**Emotional/mental signals:** feeling overwhelmed, mind wanders easily, feeling anxious

**Social/job performance signals:** glaring at someone, being rude/short, complaining

Ask the participants how the role play relates to them. Seek one or two responses.

Ask the participants how they might share their trigger signals with others. Is it a safe environment to share these signals? Will co-workers help when they see the signals in someone else?

### TIME:

10 minutes for the wrap up, including evaluation (if applicable)

### INSTRUCTIONS:

As a wrap up to the session, review the trigger signals. Encourage the participants to share their individual trigger signals with others in order to develop true teamwork and care for one another.

Ask participants to go around the room offering one thing they will take away from this program that will help them prevent abuse and neglect.

Thank them for actively participating in the activities of the session.

### Trigger Signals

#### ○ Wrap up



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24



## Acknowledgements

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20

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